EFFECT OF YOGIC PRACTICES ON EMOTIONAL VARIABLES AMONG ADOLESCENTS

SYNOPSIS

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DOCTOR OF PHILOSOPHY

To

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Certificate

I hereby declare that the synopsis "EFFECT OF YOGIC PRACTICES ON EMOTIONAL VARIABLES AMONG ADOLESCENTS" being submitted in the partial fulfilment of the requirement for the degree of Doctor of Philosophy in Yogic Science under the Department of Yogic Sciences, Lakshmibai National Institute of Physical Education Gwalior - 474002 during the academic year 2022-2023.

It is a bonafide record of original work carried out under the supervision of Dr. Rajkumar Sharma (Associate Professor, Department of UGC-HRDC, LNIPE, Gwalior, M.P.) and co-supervision of Dr. Sham Ganpat Tikhe (Assistant Professor, Department of Yogic Science,Sanchi University Of Buddhist- Indic Studies) and has not been submitted in full or part to any other university or institute for a degree or diploma.

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ABSTRACT

This study aims to investigate the impact of yogic practices on emotional variables in adolescents. Yogic practices have shown promising effects on emotional variables among adolescents. Regular engagement in yoga has been associated with improved emotional regulation, reduced stress levels, and enhanced overall well-being in this age group. Studies have demonstrated that adolescents who participate in yoga sessions experience decreased anxiety, improved mood, and better coping mechanisms for dealing with emotional challenges. The combination of physical postures, breathing exercises, and meditation techniques in yoga helps adolescents develop greater self-awareness and emotional intelligence. Additionally, the mindfulness aspect of yoga practice encourages adolescents to cultivate a non-judgmental attitude towards their thoughts and feelings, fostering emotional resilience and stability. These benefits contribute to better emotional management and a more balanced emotional state, which is particularly crucial during the tumultuous period of adolescence.

Keywords: Yogic practices, Emotional variables, Adolescents, Emotional maturity, Empathy, Motivation, Depression, Anxiety, Stress.

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1. INTRODUCTION

According to WHO adolescence is the phase of life between childhood and adulthood from ages 10 to 19. WHO (2021) The prevalence of mental health issues among 10 to 19-year-olds is estimated to be 1 in 7 (14%) worldwide, although these conditions are usually undiagnosed and untreated. Adolescence is a crucial period for developing social and emotional habits important for mental and emotional well-being. These include adopting healthy sleep patterns; exercising regularly; developing coping, problem-solving, and interpersonal skills; and learning to manage emotions. Many studies says that emotional intelligence helps in building ability to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. Current scenario is very challenging for adolescents with increasing anxiety, depression, loneliness, fear, guilt, shame, anger, boredom, lack of empathy, motivation etc. Ancient yogic practices help to overcome negative emotions and enhance emotional intelligence. From which they can deal with these emotional problems.

YOGA

Yoga's roots can be traced back to the Sanskrit verb "yuj," which meaning "to attach to connect, to unite, to combine, to integrate or unite." Literally, yoga means integrating all facets of one's existence, whether they be physical, mental, or spiritual. Yama, niyam, asana, pranayama, dharna, dhyaan, samadhi are eight limbs of yoga.

ASANA- This premise is where the asana's primary characteristic originates. The word "Sthira" denotes something that is steady, fixed, persistent, ongoing, lasting, serene, quiet, and composed. The word "Sukha" means joy, ease, comfort, and ecstasy.

PRANAYAMA - Pranayama helps the practitioner feel stress-free and energised by reducing anxiety, tension, frustration, and hostility as well as bringing about specific bodily and mental changes. The primary goal of pranayama is mental control. There can be no cognitive processes or emotional disturbances while the mind is still.

DHYAAN- Dhyana can help a person to look within and get over the negative influences of emotional disturbances (Saraswati, 2013)

Emotional variables - Emotional variables are factors that influence or measure an individual's emotional state or responses. These can include:

1. Emotional intelligence: The ability to recognize, understand, and manage one's own emotions and those of others.
2. Emotional regulation: The capacity to modulate emotional responses in various situations.
3. Mood states: Temporary emotional conditions that can affect behavior and cognition.

4. Stress levels: The degree of psychological and physiological tension experienced by an individual.

5. Anxiety: A state of unease or apprehension about future events or outcomes.

6. Depression: A persistent feeling of sadness, hopelessness, or loss of interest in activities.

7. Emotional reactivity: The intensity and duration of emotional responses to stimuli.

8. Empathy: The ability to understand and share the feelings of others.

9. Emotional expressiveness: The degree to which an individual outwardly displays emotions.

10. Emotional stability: The consistency of emotional responses across different situations.

These variables play crucial roles in psychological research, clinical assessments, and understanding human behavior in various contexts. They are often measured using standardized questionnaires, physiological indicators, or observational methods.

Mayer & Salovey (1997) stated that through continuous improvement and the refinement of social intelligence scales, a separate construct originated, known as emotional intelligence. Researchers Peter Salovey and John Mayer first used the phrase "emotional intelligence" (EI) to refer to the capacity for recognising, comprehending, and controlling one's own emotions as well as those of others. EI has since gained popularity as a subject of study in the realms of psychology, sociology, and business. Throndike (1920) who proposed the idea of "social intelligence", are credited with introducing the idea of emotional intelligence in the early 20th century. The capacity to comprehend and control interpersonal connections was the subject of this phrase. The idea of emotional intelligence, however, was not substantially developed and spread until the work of Salovey and Mayer in the 1990s. Gardner (1983), "multiple intelligence" has both "intrapersonal" and "interpersonal" components. Academics and academics working on intelligence in the current modern era have agreed that human intellect should be taken into account from both the emotional and cognitive perspective. When working in teams or organisations, the emotional perspective of intelligence has a bigger role to play than the cognitive one. Emotional intelligence is an important skill that can benefit individuals of all ages. It can help adolescents navigate the challenges of adolescence. And with enhances emotional intelligence they can perform better and better in their own personal as well as in professional life. In many research studies found that prevalence of lack of emotional well -being among adolescent students and practising yoga was associated with increased emotional intelligence among women, college students, adolescent girls etc. Emotional intelligence is directly linked with mental health. Better emotional intelligence is a major challenge among adolescent students. Some definitions related to variables are as follows

Empathy – Empathy is the ability to understand and share the feelings of another, enables people to get on with others, whether it be a loved one, colleague, friend or complete stranger. It is essential for developing good relationships.

Emotional maturity – it means having the self- control to manage your emotions and work to understand them.

Motivation – it is the drive to achieve your goals or needs. Provide you with goals to work towards. Help you solve problems, help you change old habits, helps you cope with challenges and opportunities

Depression – A mental health problem that involves having a low mood or losing interest and enjoyment in things.

Anxiety – it is your body response to stress. An uncomfortable feeling of nervousness or worry about something that is happening or might happen in future.

Stress- A state of worry or mental tension caused by a difficult situation.

Yoga & Adolescent -Yoga plays a significant role in adolescents' lives by promoting physical, mental, and emotional well-being during a critical developmental stage. Regular yoga practice can help teenagers manage stress, improve focus, and enhance self-awareness. It provides tools for emotional regulation, which is particularly valuable as adolescents navigate complex social and academic pressures. Yoga also encourages body acceptance and fosters a positive self-image, counteracting negative influences from media and peer pressure. Additionally, the mindfulness aspects of yoga can support better decision-making skills and impulse control, which are crucial for adolescent development. By incorporating yoga into their routines, adolescents can cultivate resilience, flexibility, and a sense of inner calm that can benefit them throughout their lives. The need for this study arises from the growing recognition of yoga's potential benefits for adolescents' overall well-being. As teenagers face increasing academic pressures, social challenges, and mental health concerns, it is crucial to explore effective interventions that can support their development. Yoga, with its holistic approach to physical and mental health, presents a promising avenue for investigation. This study aims to assess the impact of regular yoga practice on adolescents' stress management skills and emotional regulation. Examine how yoga influences adolescents' self-awareness and body image perceptions.. Evaluate the effects of yoga on cognitive functions such as focus, concentration, and decision-making abilities in adolescents. Investigate the potential of yoga as a tool for building resilience and coping mechanisms in adolescents. Explore the long-term benefits of incorporating yoga into school curricula or after-school programs. By conducting this research, we can gain valuable insights into the effectiveness of yoga as an intervention for adolescent well-being. The findings could inform educational policies, mental

health strategies, and youth development programs, ultimately contributing to better support systems for teenagers navigating the challenges of adolescence.

1.2 STATEMENT OF PROBLEM-

The statement of problem is stated as **"Effect of Yogic Practices On Emotional Variable Among Adolescents"**

1.3 OBJECTIVES OF STUDY –

1. To identify the effect of yogic practices on emotional variables of the experimental group.
2. To identify the effect of yogic practices on the emotional variables of the control group.
3. To see the comparative effect of yogic practices on the emotional variables of the experimental group and the control group

1.4 HYPOTHESES-

1. There will be a significant impact of yogic practices on emotional variables of adolescents.

2. There will be a significant difference between the control and experimental group after completion of the yogic intervention.

1.5 LIMITATIONS

i.This study applies only to adolescents.
ii. Sample characteristic limitation due to cross-sectional limitation.
iii. It does not apply to the general population.

1.6 DELIMITATIONS

- Age limit of subjects in the range between years (14-18)
- The study will be conducted on selected variables
- The training intervention duration will be delimited to 12 weeks.
- The study is delimited to non-yoga practitioners.

1.7 SIGNIFICANCE OF THE STUDY

- The present study is going to examine the effectiveness of yogic practices on adolescents.

- The present study is going to examine the effectiveness of yogic practices on emotional variables

2. REVIEW OF RELATED LITERATURE

- **Stec et al. (2023)** examined the effect of surya namaskara on stress level and emotional intelligence on Indian students. He took sample size of 105 students and measured stress, anxiety, depression, and emotional control for 70 times in 12 weeks. By using Solomon four group design. Tools used are perceived stress scale (PSS) and emotional quotient questionnaire. ANCOVA and independent T- test for statistical analysis. And get result $p< 0.01$.
- **Nagendra (2011**) said Growing interest in figuring out how emotional intelligence (EI) affects how well company managers perform is a result of the general belief that a high intelligence quotient (IQ) is not always a reliable indicator of professional and personal success. This research examines how the yoga lifestyle affects emotional intelligence (EI) using information gathered from 60 managers in a commercial organisation and documents improved EI as a result of yoga practise. The findings highlight the significance of yoga as a key component in raising organisational managerial performance and the necessity for more in-depth research on this construct.
- **Kumari et al. (2018)** studied that Life pleasure, the quality of interpersonal relationships, scholastic accomplishment, and success in professions that require a lot of reasoning with emotional data all depend significantly on emotional intelligence (EI). The three key psychological components of emotional intelligence (EI) are emotional sensitivity, emotional maturity, and emotional competency. These three factors encourage students to accurately identify, interpret, and deftly manage the dynamics of their behavioural pattern. Emotional control and mental wellness have been linked to yoga. In this succinct review, we'll talk about the importance of emotional intelligence for students and whether yoga could be used as an intervention to enhance EI.
- **Galloway& Lurie (2022)**- In the current cross-sectional online survey design, it was investigated how emotional intelligence, mindfulness, and yoga practise interrelate to predict relationship satisfaction. 128 heterosexual Australian individuals who practise yoga (mean age 29.7 9.3) were married or living together and participated in the study. In line with the proposed theory, a serial mediation analysis showed that time spent practising yoga positively impacted relationship satisfaction firstly through emotional intelligence and then through mindfulness ($b = 0.005$, 95% CI 0.001 to 0.009). The results also demonstrated a direct relationship between time spent practicing yoga and relationship satisfaction; however, there was no evidence to support the individual mediation effects of mindfulness and emotional

intelligence on this association. The current research suggests that yoga may be a useful and simple method for increasing emotional intelligence, mindfulness, and the satisfaction of heterosexual couples' relationships.

- **Prasath & Nagarasan (2017)** -Middle-aged men's emotional intelligence is affected by simplified Kundalini yoga. Two groups of 80 people each were chosen at random. Group II served as the control group while Group I completed Simplified Kundalini Yoga Training (SKYT).(CG). To determine if there was any individual effect from baseline to post-test for the data gathered before and after six months of training, the 't' test was used, and repeated measurements of an ANOVA were also analysed to determine changes in the groups. According to the study, Simplified Kundalini Yoga was an efficient way to improve emotional intelligence.
- **Thangalakshmi et al. (2020)**- In the current study, the psychological state, sleep, and emotional intelligence were observed combining with blood sugar level changes in female school teachers in the age group of 30 to 55. Paired t- test is used, The results here show significant ($p<0.001$) in perceived stress, sleep, and fasting as well as Postprandial blood sugar. One month of yoga intervention may help in improving emotional regulation and sleep quality by reducing the perceived stress level in female teachers suffering from type 2 diabetes.
- **Domingues et al. (2018)**- In the arena of positive psychology, yoga studies are scarce, and results are inconsistent and lack statistical power, but most studies observe increasing trends in the promotion of positive mental health indicators due to yoga practice.
- **Choudary (2010)**- Developing emotional intelligence requires that we unlearn old habits of thought, feeling, and action that are deeply ingrained, and grow new ones. Such a process takes motivation, effort, time, support, and sustained practice. The scope of the current study includes all areas of work and difficulties that affect the nursing staff's ability to function effectively and emotionally. Heavy workloads and poor working environment are the main causes of workplace emotions. The study makes a convincing case for how to lower the emotional stress levels of the nursing staff.
- **Bao & Kong (2015)**- The current study's goal was to examine the crucial part that EI plays in the connection between mindfulness and perceived stress in a sample size 380 of Chinese individuals. According to correlational findings, mindfulness was positively correlated with EI and negatively correlated with perceived stress. These findings are in line with earlier studies (Black et al., 2012, Bränström et al., 2011, Gard et al., 2012, Weinstein et al., 2009) that found links between mindfulness and perceived stress.
- **Khalsa (2012)**- Students were randomly assigned to either regular physical education classes or to 11 weeks of yoga sessions based upon the Yoga Ed program over a single

semester. Students completed baseline and end-program self-report measures of mood, anxiety, perceived stress, resilience, and other mental health variables. Preliminary findings says that yoga can be successfully implemented in a secondary school context and may even be able to prevent or reduce mental health problems.

3. METHODOLOGY

3.1 SELECTION OF SUBJECT- Hoelter (1983) recommends a minimum size of 200 for a robust assenting factory analysis. Hinkin (1998) advocates 1:10 item-to-response ratio as a criterion for determination of the sample size. Devellis (2016) recommends approximately 300 participants as an ideal sample size. subjects for the study will be selected . Sample size will be (n=200). And these are subdivided into two groups: experimental and control groups of each.

3.2 SELECTION OF VARIABLES-

Dependent And Independent Variables – there are two main variables.

- Dependent variable- Emotional variables
- Independent variable - Yogic practices

dependent variable from which researcher has taken in emotional variables contains the following 4 factors

1. Emotional maturity
2. Empathy
3. Motivation
4. Depression, anxiety, stress

3.3 CRITERION MEASURES- By examining the literature and consulting with the subject matter experts. The criteria measurements for this study's hypothesis testing were chosen to be emotional variables. I will use three questionnaires to measure these 4 variables

1. Adolescent's Emotional Maturity scale - In the present investigation, the scale for emotional maturity, motivation and empathy by P. Pandey, Anshu and A. Mathur was used. It consists of 46 items divided into five components 1. Self-awareness 2. self-regulation, 3. internal motivation 4. Empathy and 5. Social skills

2. Anxiety, Depression and Stress scale – Scale by Pallavi Bhatnagar and Megha Singh, consists of 48 items divided in to 3 subscale- anxiety 2. Depression and 3. Stress will be used.

3.4 DESIGN OF STUDY – Experimental Pre-post research design will be used for data collection of questionnaires of the experimental and control groups.

3.5 COLLECTION OF DATA- The data will be collected before and after 12 weeks of yogic intervention. 45-55 minutes 4 days per week.

3.5 ADMINISTRATION OF INTERVENTION- The intervention for this study will be administered over a period of 12 weeks, with sessions held five days per week. Each session will last for 40-45 min. and include a structured combination of yogic practices aimed at enhancing emotional variables among adolescents. The intervention will begin with a short prayer to foster mindfulness and prepare participants for the session, followed by gentle physical activity. pranayama will then be introduced to enhance emotional regulation by calming the nervous system and improving focus. Each session will be concluded with dhyana, designed to cultivate inner peace and self-awareness, allowing participants to reflect and integrate the effects of the practice. These sessions will be consistently supervised to ensure correct practice and adherence to the intervention protocol.

3.6 SELECTION OF STATISTICAL TECHNIQUES – independent t- test or paired t- test will be used to analyze the effect of yogic practices on emotional variables.

EXPECTED OUTCOMES

The expected outcomes for this study are multifaceted and promising. Firstly, it is anticipated that regular yoga practice will lead to improved stress management skills and emotional regulation among adolescents. Participants are likely to demonstrate enhanced ability to cope with academic pressures and social challenges. Secondly, the study may reveal positive changes in self-awareness and body image perceptions, contributing to improved self-esteem and confidence. Thirdly, cognitive functions such as focus, concentration, and decision-making abilities are expected to show measurable improvements, potentially translating to better academic performance. Furthermore, the research may uncover evidence of increased resilience and more effective coping mechanisms in the participating teenagers. Lastly, the study could provide valuable insights into the long-term benefits of incorporating yoga into educational settings, potentially influencing future policies and programs aimed at supporting adolescent well-being.

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